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ABSTRACT

This book focuses on the creative work and struggles of democratic teacher educators. After "Introduction: The Talk and the Walk of Democratic Teacher Education" (John M. Novak), the book is organized in three sections. Section I, "Programs," includes: (1) "The Institute for Democracy in Education: Supporting Democratic Teachers" (George Wood); (2) "Foxfire Teachers' Networks (Viewed through Maxine Greene's 'The Dialectic of Freedom')" (Hilton Smith); (3) "Doing Women's Studies: Possibilities and Challenges in Democratic Praxis" (Cecilia Reynolds); (4) "Democratic Empowerment and Secondary Teacher Education" (Thomas E. Kelly); (5) "Teaching for Democracy: Preparing Teachers To Teach Democracy" (Keith Hillkirk); (6) "Deliberately Developing Democratic Teachers in a Year" (Barbara McEwan); and (7) "An Institute for Independence through Action, Process, and Theory" (J. Cynthia McDermott). Section 2, "Processes," includes an introduction and 6 chapters: (8) "Only by Living Them" (Heidi Watts); (9) "Control and Contradiction in Democratic Teacher Education: Classroom and Curriculum Approaches" (Suzanne SooHoo and Thomas C. Wilson); (10) "Democracy in Education: A Foxfire Experience" (Janet C. Fortune); (11) "The Democratic Process in Teacher Education: Two Case Studies" (Lisa A. Bloom and Mary Jean Ronan Herzog); (12) "Skin-Game: Race and Racism in Teaching and Teacher Education" (William Ayers); and (13) "Radical Change in Assessment: A Catalyst for Democratic Education" (Carol Lieber, Ed Mikel, and Sunny Pervil). Section 3, "Prospects," contains "Conclusion: Prospecting for Democratic Teacher Education" (John M. Novak). (ND)

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